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Course Description

Junior Advanced Placement English Language and Literature builds on the foundation of your sophomore year English course, expanding and developing skills in the critical reading of and writing about literature. We focus on substantive works with a reading and content level suggested by the AP English Language and Composition course description. Additionally, in accordance with California standards, the course will follow a skeletal chronological core of the canon of American literature. The course stresses a sophisticated awareness of genre, theme and style, focusing on American literary works including novels, poetry, drama, and essays from the 17th through the 20th century. Writing is an integral part of the course; we explore extensively students' ability to clearly explain what he/she understands about literature and why he/she interprets prose as he/she does. Students will be required to write in several forms including narrative, expository, analytical and argumentative essays about a variety of subjects including public policies, popular culture, and personal experiences. Additionally, students will have opportunities for creative and subjective responses to literature, as well as for extensive practice in the organization of coherent and informed academic essays. Students will be expected to respond to literature through disciplined expository and evaluative writing, imaginative writing, discussion, oral presentation and graphic arts. The course emphasizes the development of strong and mature writing under time constraints. Additionally, students are required to make frequent oral and visual presentations and to regularly critique and assess peer work.

As this class is the academic equivalent of a college freshman English course, students are expected to behave and interact with others in a highly responsible and collegiate manner. Our goal as students and teacher is to create a highly imaginative and cooperative learning environment focused on group as well as individual work.

Course Overview

The course overview and objectives for the course are taken from the AP English Course Description published by the College Board. Students will develop the critical reading and composition skills necessary for the Advanced Placement examination in English Language and Composition, their senior year AP English Literature and Composition course, and their freshman year of college. The stated purpose of the course is to "emphasize the expository, analytical, and argumentative writing that forms the bases of academic and professional communication." Performance expectations are appropriately high, and the workload is challenging. Because of the demanding curriculum, students must bring to the course adequate command of mechanical conventions and a willingness and/or ability to skillfully read and discuss prose.

Summer Reading

In order to gauge students' commitment to the AP Program, as well as their reading, writing, and critical thinking skills, students' summer reading assignments are used as a diagnostic assessment, wherein grammar, vocabulary, critical reading skills, patterns of paragraph development, and the identification and use of literary devices are reviewed in preparation of developing fluency in key aspects of rhetoric. Similarly, at the beginning of the school year a short film will be used to assess the students' practical listening, note-taking, oral discussion and observation skills, as well as his/her pre-existing knowledge of certain literary devices such as foreshadowing, tone, diction, irony, symbolism, theme, exposition, narration, allusion, genre, motif, voice, and more.

Grammar Review/Instruction

Throughout the year we will be using McDougal Littell's The Language of Literature Daily Language Skill-Builder workbook. Students review parts of speech, parts of a sentence, phrases and clauses, subject verb agreement, pronoun-antecedent agreement, punctuation, parallelism, as well as how to avoid run-on sentences, shifts in tense, misplaced and dangling modifiers, double negatives, and more. Grammar activities will include weekly warm-up activities on the overhead, lesson worksheets, and writing applications.

Vocabulary

Throughout the year we will be using Prestwick House's Vocabulary From Latin and Greek Roots: A Study of Word Families, and James Morwood and Mark Warman's Our Greek and Latin Roots, in order to help students gain a wide-ranging vocabulary to use appropriately and effectively. Vocabulary activities will include weekly warm-up activities on the overhead, lesson worksheets, and writing applications.

Paragraph Review/Instruction

Students review uses, shapes, and characteristics of paragraphs. In order to improve the style and method of his/her writing, each week students will write a minimum of one paragraph, in class, on a topic either related to the prose we are currently studying or a current and/or controversial popular culture issue.

Writing Review/Instruction/Essays

The text students will use to hone his/her writing skills is Robert B. Cahill and Herbert J. Hrebic's Fan The Deck, An Advanced Composition Book.

We will approach the writing experience in this class in a writing workshop format based generally on the conventional processes of pre-writing, drafting, revising and polishing. I do require rough drafts of all major writing assignments. In the process of the writing workshops, students will receive feedback from their peers and from me, directed at honing his/her conscious choice of diction, apt denotative and connotative use of words, his/her ability to create varied and particularly effective syntactic structures, his/her capacity for coherence and logical organization highlighted by subtle and appropriate transition statements, his/her ability to balance generalizations with specific and original illustrative details, and, overall, his/her ability to combine rhetorical processes into an effective and insightful whole.

The essays in this course will be broken down into two distinct categories.

a) Timed essays– Over the course of the year students will complete six timed essay questions, four of which will be taken directly from prior AP English Language and Composition Exams. Timed essays will be graded according to the AP examination scoring guide, usually specific to that particular prompt, but occasionally generic.

b) Formal, Multi-Draft Essays– Students will be responsible for six multi-draft essays including: Literary Criticism, Persuasive, Description/Narration, Comparison/Contrast, Multi-source Research*. Multi-draft essays will be assessed with a rubric specific to that particular essay topic, and ultimately will be scored on the basis of strength of assertions, quality of evidence, sophistication of style, and adherence to MLA formatting requirements.

Additionally, students will receive instruction on how to recognize and incorporate figures of rhetoric in a piece of writing, particularly schemes and tropes. Our study of schemes in context includes parallelism, isocolon, antithesis, zeugma, anastrophe, parenthesis, ellipsis, asyndeton, polysyndeton, alliteration, anaphora, epistrophe, anadiplosis, antimetabole, chiasmus, erotema, hypophora, and epilexis; our study of tropes includes metaphor, simile, synecdoche, metonymy, antonomasia (periphrasis), personification, anthimeria, litotes, irony, oxymoron, and paradox. Additionally, we will study abstract language, ad hominem, allegory, annotation, emotional appeal, explication, metaphor, mood, tone, pathos, satire, simile, syntax, and more.

*In preparation for the multi-source persuasive (argumentative) research essay students will review research skills, including identification and evaluation of primary and secondary sources; organization and integration of source material; and documentation and organization of a researched argument. (This review will also help students when they engage in researching information pertaining to college preference(s), and writing resumes and cover letters during the spring semester.) The persuasive research essay is different from a traditional research paper because the student must consider and present alternative causes and effects in direct opposition to his or her position.

Journals

Students are allotted ten minutes for journal writing two days per week, wherein topics are relative either to the literary work we are currently studying, or a current political, cultural and/or social event. Class discussions of the students' various responses follow the writing time. This

journal writing exercise allows students to write in informal contexts, and keep abreast of world events.

Plagiarism Policy

At the beginning of the school year, plagiarizing is discussed in class. Students review quoting, paraphrasing and in-text citation in order to avoid plagiarism. Should plagiarism occur on any assignment, students' essays will be returned with a grade of "0" and a conference will be scheduled with an Assistant Principal (wherein parents will be called).

Essential Questions for the Course

What is the American Dream, and how has it changed over time?

What is happening during the life of the author that would affect his/her interests and beliefs? (Historical/Cultural Context)

What is the author's attitude? How can we tell? (Tone)

How does the author's choice of words control and affect the piece? (Diction)

What does it mean to be an American? How do social and political factors affect its meaning?

When is it morally appropriate for an individual to take a stand against society? What ways can one do this?

Teaching Strategies

Subject, Occasion, Audience, Purpose, Speaker, Tone

Using the SOAPStone, developed by Tommy Boley, is an analysis strategy, and method for instructing students on how to write a more thoughtful thesis. SOAPST teaches students how to identify the subject, occasion, audience, purpose, speaker and tone in an argumentative piece.

S-Speaker

the individual or collective voice of the text

O-Occasion

the event or catalyst causing the writing of the text to occur

A-Audience

the group of readers to whom the piece is directed

P-Purpose

the reason behind the text

S-Subject

the general topic and/or main idea

T-Tone

the attitude of the author

Diction, Images, Details, Language, Syntax

The acronym DIDLS is used to help students with analyzing the tone of a passage. By dissecting argumentative pieces, and considering their parts, passages should be much easier to comprehend.

D-Diction

What words does the author use?

How do these words characterize the passage?

I-Images

What images (visual, olfactory, auditory, tactile, organic, gustatory, kinesthetic) does the author create?

How do these images imbue the piece with sensory input?

D-Details

Which details does the author include and omit?

How do these details inform your understanding?

L-Language

What type of language does the author use?

How will this type of language work with the audience the writer has in mind?

S-Sentence Structure

Consider simple/compound/complex/compound-complex.

What about inverted, anastrophe, etc?

Are the sentences loose or periodic?
Where are the points of emphasis? How did the author achieve that?

Rhetorical Triangle

When students read a text, they are instructed to ask three questions:
Who is the author of the text?
Who is the intended audience for the text?
What is the purpose of the text?

Aristotle's Logos, Pathos, and Ethos

Whenever a student reads an argument he/she should ask himself/herself, "Is this persuasive? And if so, to whom?" There are several ways to appeal to an audience. Among them are appealing to logos, ethos and pathos. These appeals are prevalent in almost all arguments.

To Appeal to Logic (logos): Theoretical, abstract language, Denotative meanings/reasons, Literal and historical analogies, Definitions, Factual data and statistics, Quotations, Citations from experts and authorities, Informed Opinions

The Effect: Evokes a cognitive, rationale response

To Develop Ethos: Language appropriate to audience and subject, Restrained, sincere and fair minded presentation, Appropriate level of vocabulary, Correct grammar

The Effect: Demonstrates author's reliability, competence, and respect for the audience's ideas and values through reliable and appropriate use of support and general accuracy

To Appeal to Emotion (pathos): Vivid, concrete language, Emotionally loaded language, Connotative meanings, Emotional examples, Vivid descriptions, Narratives of emotional events, Emotional tone, Figurative language

The Effect: Evokes an emotional response

Syntax Analysis Chart

A syntax analysis chart is an excellent strategy for style analysis as well as an effective revision technique for a student's own writing. One of the key strategies mentioned in the AP Vertical Teams Guide for English, published by the College Board, the syntax analysis chart involves creating a five-column table with the following heading: Sentence Number, First Four Words, Special Features, Verbs, and Number of Words per Sentence. This reflective tool not only helps students examine how style contributes to meaning and purpose but also helps students identify various writing problems (repetitiveness, possible run-ons or fragments, weak verbs, and lack of syntactical variety). In addition, students are made aware of their own developing voices and diction.

Overview-Parts-Title-Interrelationships-Conclusion (OPTIC)

The OPTIC strategy is highlighted in Walter Pauk's book How to Study in College and provides students with key concepts to think about when approaching any kind of visual text. A sample OPTIC lesson would include the following steps:

1. Provide students with a single visual text that presents a position or point of view on an issue.
2. Pair students and lead them through the OPTIC strategy, step by step.
 - O is for overview-write down a few notes on what the visual appears to be about.
 - P is for parts-zero in on the parts of the visual. Write down any elements or details that seem important.
 - T is for title-highlight the words of the title of the visual (if one is available)
 - I is for interrelationships-use the title as the theory and the parts of the visual as clues to detect and specify the interrelationships in the graphic.
 - C is for conclusion-draw a conclusion about the visual as a whole. What does the visual mean? Summarize the message of the visual in one or two sentences.
3. Debrief the effectiveness of the strategy in analyzing visuals.

4. Compare and contrast the visual with a piece of expository text dealing with the same subject but perhaps a different position.

Literary Time Periods Covered

17th Century: Colonial Period 1607–1765

18th Century: Revolutionary Period 1765–1830

19th Century: Romantic Period; Regionalism and Realism

1830–1865: Romantic Period, Including Transcendentalists and Fireside

Poets

1840–1860: American Gothic

1865–1900: Regionalism and Realism

20th Century: 1900–2000: Period of Modernism

Fall Semester

Unit One: From Colony To Country

Focuses: The Conventions of Drama, Persuasive Rhetoric

Readings:

"To my Dear and Loving Husband"	Poem
"The Examination of Sarah Good"	Document
"Sinners in the Hands of an Angry God"	Sermon
"The Crucible"	Drama
"The Declaration of Independence"	Document
"The Declaration of the Rights of Women"	Document
"What is an American?"	Essay

Unit Two: The Spirit of Individualism

Focus: Form in Poetry

Readings:

"Self-Reliance"	Essay
"Civil Disobedience"	Essay
"On Civil Disobedience"	Speech
"I Hear America Singing"	Poem
"I Sit and Look Out"	Poem
"Song of Myself"	Poem
"The Raven"	Poem
"Dr. Heidegger's Experiment"	Short Story
"The Masque of the Red Death"	Short Story
<u>The Scarlet Letter</u>	Novel

Spring Semester

Unit Three: Conflict and Expansion

Focus: Setting in Regional Literature

"Narrative of the Life of Fredrick Douglass, an American Slave"	Slave Narrative
"I Wear an Easy Garment"	Poem
"Stanzas on Freedom"	Poem
"Life on the Mississippi"	Memoir
<u>The Adventures of Huckleberry Finn</u>	Novel
"The Notorious Jumping Frog of Calaveras County"	Short Story

Unit Four: The Changing Face of America

Focus: Social Themes in Fiction

"This is My Letter to the World"	Poem
"Success is Counted Sweetest"	Poem

"Because I Could Not Stop For Death"	Poem
"The Story of an Hour"	Short Story
"Winter Dreams"	Short Story
"Flapper Jane"	Magazine Article
<u>The Great Gatsby</u>	Novel
<u>The Awakening*</u>	Novel
<u>Ethan Frome*</u>	Novel

Unit Five: The Modern Age

Focus: Modernism

"We Wear the Mask"	Poem
"I, Too"	Poem
"Harlem"	Poem
"The Weary Blues"	Poem
"How it Feels to be Colored Me"	Poem
"Out, Out"	Poem
"The Jilting of Granny Weatherall"	Short Story
"Death of a Salesman"*	Drama

Unit Six: War Abroad and Conflict at Home

Focus: Tone in Contemporary Literature

<u>The Catcher in the Rye</u>	Novel
<u>Slaughterhouse Five*</u>	Novel
"Why Soldiers Won't Talk"	Essay
"Mirror"	Poem
"Self in 1958"	Poem
"Howl"	Poem
"Ambush"	Short Story
"Letter from Birmingham Jail"	Letter
"Teenage Wasteland"	Short Story
"Separating"	Short Story
"Mexicans Begin Jogging"	Poem
"Legal Alien"	Poem

*Students will work in literary circles and will choose to read one out of the following four novels from the various units: Slaughterhouse Five, Death of a Salesman, The Awakening, Ethan Frome.

For each unit students will be expected to complete nightly reading notes, discussion questions, at least one in-class timed essay and one formal take-home essay, and at least one creative project and/or debate, speech, or theatrical re-enactment.

Assessment Methods and/or Tools

Diagnostic writing and reading assessments

Selected response, e.g. Multiple-choice, true/false, matching, and short answer fill-in items, which can appear on quizzes, traditional tests, homework assignments, and practice exercises. Essay assessment, which assesses students' knowledge, creativity, reasoning skills, products, and predispositions.

Performance, e.g. Student projects, portfolios, performances, debates, and presentations.

Personal Communication, e.g. Teacher/student conference and interviews, teacher observation, classroom discussions, oral examinations, journals and reading notes.

Partner/Team Communication, e.g. Maintaining a constant dialogue within students' assigned groups/partnerships in order to ensure the academic success of each member.

Other assessment methods and/or tools as appropriate.

Grading

Each assignment will be worth a set number of points depending on importance and required effort. Students receive a number of points out of those possible; dividing the two numbers will yield a percentage on that assignment.

Writing assignments, projects and individual presentations will be marked down a half-letter grade for every day late.

I do not accept any assignments via email.

Missed class work and homework must be found out by the absent student and turned in within one week of the student's absence. Any missed assignments will be marked down 50% if they are not turned in by that day. All assignments are due at the beginning of class unless otherwise stated. Do not hurriedly attempt to complete assignments at the beginning of class. All daily homework is due on the assigned day. Late work will only be accepted until the end of the quarter, and then only for 50% credit.

Please staple all materials at home. Do not place papers on my desk or in a basket, but submit them directly to me when I call for them.

All assignments should be typed or written in pen. I can neither read, nor grade illegible work. If students wish to dispute a posted grade, they must have evidence to support their claim, such as a graded quiz which shows a different score than the one posted or a corrected assignment where a zero is posted.

There are NO EXCEPTIONS to these rules.

Grading Scale

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59	F

Passes from class

Requests to leave class should only be made in dire situations. Please organize your time so that you use lunch time or passing periods to get appropriate materials and use the restroom.

Absence/Tardy Policy

Students must be seated by the time the second bell rings. Failure to arrive to class on time results in a 50% grade mark down for the daily warm-up activity.

Three unexcused tardies are equivalent to one unexcused absence.

After eight unexcused absences in AP English Language and Literature the student will lose all credit for this class and will receive an "F" for the semester.

Materials Needed

Loose, clean edged binder paper, blue or black pens, White Out, day planner or calendar to keep track of homework assignments, a section devoted to AP English Language and Literature in a three ring binder, or alternatively a separate binder for AP English Language and Literature. In the AP Language and Literature section of your binder, you must have five sub-sections: Journals, Writing, Roots, Reading Notes and Class Notes.

Student Behavior Expectations

THINK, CREATE, CARE, LEARN

Respect each other and value opinions that differ from your own.

Don't interfere with another student's opportunity to learn and be successful in class.

Be honest.

Challenge yourself and do your own personal best.

Do all your work on time and to the best of your ability.

Be pro-active about your education-- ask questions and get clarification.

Have all the materials needed to be an active member of class.

Leave all food and gum at the door.

Come to class on-time.